



READING  
FOR PLEASURE

# Reading Aloud



A key element of a reading for  
pleasure pedagogy

# Aims

1. To consider our own experiences of RA
2. To examine what research reveals about RA practice that supports reading for pleasure
3. To share and develop ideas for RA practice
4. To plan ways forward to enrich and diversify RA



## Key findings from *Teachers as Readers*

In order to effectively develop children's RfP, teachers need to develop:

1. Knowledge of children's literature and other texts
2. Knowledge of children's reading practices
3. **An RfP pedagogy**, encompassing:
  - social reading environments
  - **reading aloud**
  - informal book talk, inside-text talk and recommendations
  - independent reading time
4. As Reading Teachers - teachers who read and readers who teach
5. Reciprocal and interactive reading communities.

(Cremin et al., 2014)

# What is your experience of being read to?

What memories do you have of being read to aloud?

Do you like being read to aloud now? When does this happen?



# Why read aloud?

- Reading aloud is an **externalised model of fluent independent reading 'in your head'**. It helps children hear the sounds and music of the text, enables them to process challenging content and offers enjoyment in a risk-free environment.
- Reading aloud frequently to 4-5 year olds has been shown to enhance reading, maths and cognitive skills at age 8-9 (Kalb and van Ours, 2013)
- We need to recognise the **affective impact of reading aloud** to 'reassure, to entertain, to bond, to inform or explain, to arouse curiosity, to inspire' (Trelease, 2013,p.4).
- When tethered to literacy teaching, children associate it with 'work' and this can have negative consequences (Cremin et al., 2014,p. 95).

# Research suggests....

Reading aloud practices that support reading for pleasure (volitional reading) include:

- access to a rich and challenging variety of texts
- a repertoire of 'books in common'
- time and space for read aloud plus...
- child involvement and ownership.

(Brock, 2017; Cremin et al., 2014;  
Ripp, 2016; Trelease, 2013)

# *Review your practice*

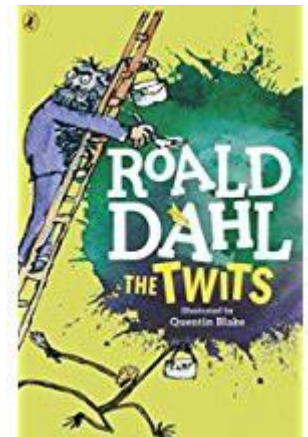
## **Core RA provision:** planned and timetabled

Term ....	What?	When?	How long?	Who?
Reception				
Year One				
Year Two				
Year Three				
Year Six				
Year Five				
Year Six				

Planning can help ensure entitlement for all, increase diversity and avoid too much Dahl or any other author!

**Additional RA:** seize the moment and RA across the curriculum

For further ideas to review current practice, see:  
<https://ourfp.org/finding/rfpp/reading-aloud/>





# *Access to a rich and challenging variety of texts*

- What range of texts did you read aloud last year?
- What are you currently reading aloud?

What informs your choice of texts to read to your class?



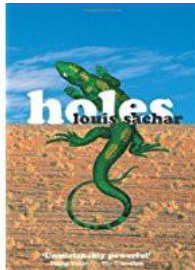
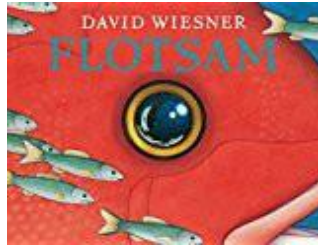
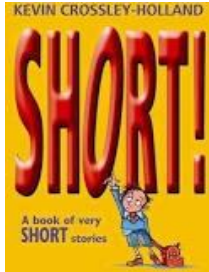
What is the range offered in your class (and across the school)?

What about audio books?



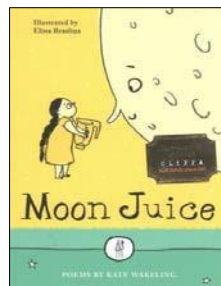
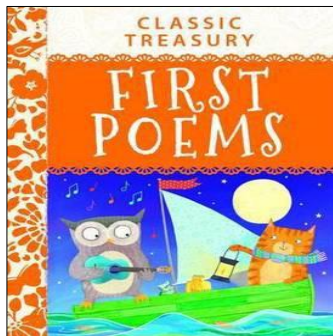
# Access to variety: Do you read aloud from...

- Fiction?

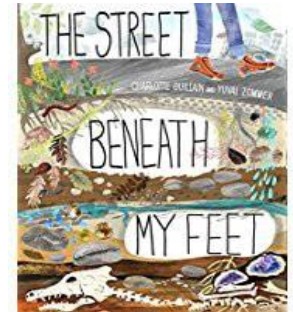
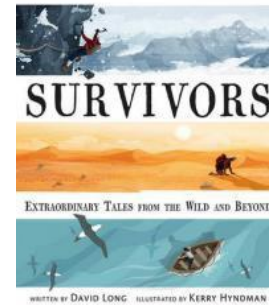


How  
challenging  
are your  
choices?

- Poetry?



- Non-fiction?



- Newspapers, magazines and comics?



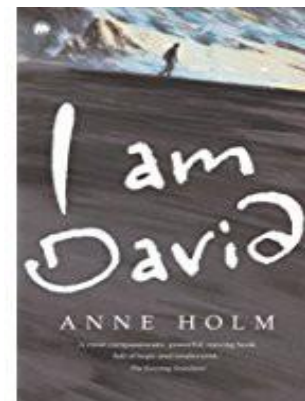
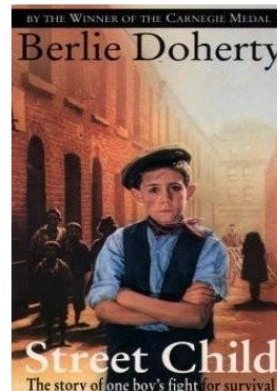
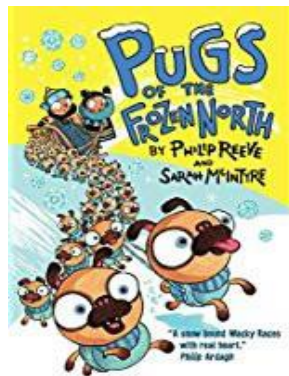
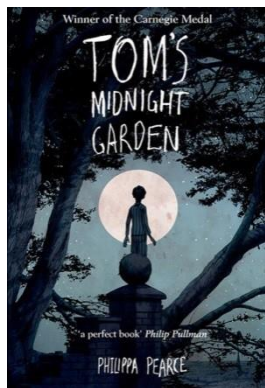
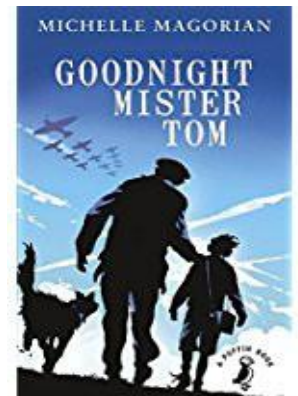
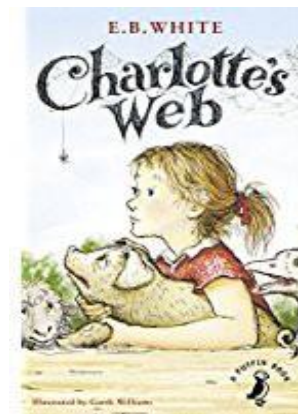
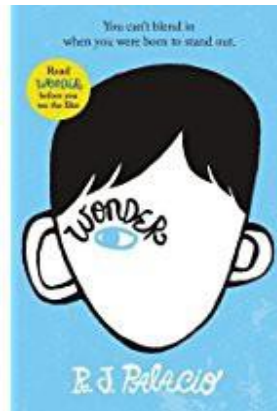
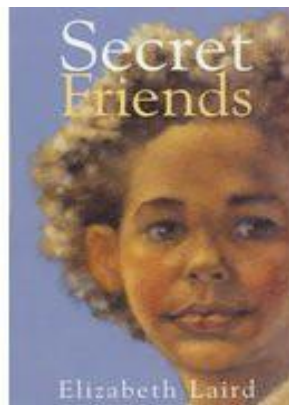
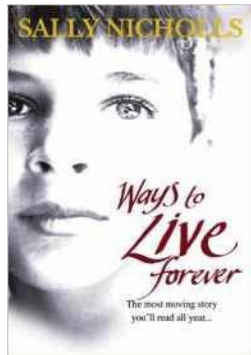
## *A repertoire of 'books in common'*

- Books which we live through together for the sole purpose of shared enjoyment represent a rich resource for conversation, connection and for spinning webs of reader relationships.
- Such 'books in common' nurture our pleasure in reading and play a particularly resonant role in helping build communities of engaged readers (Cremin, 2018).

Brainstorm the books you view as 5\* read alouds which will provoke engagement, imagination and help build a sense of community through being shared 'books in common'.

# *'Books in common'*

What books in common have you established through RA in the past?



Does your family have any 'books in common'?



## *Time and space for read aloud plus...*

- Discuss the times & spaces where core RA happens/could happen - is the end of the day best?
- How can practical implications for RA for the sole purpose of pleasure be overcome?

### Possibilities

**Reading on the playground:** When adults RA with a pile of books.

**Read aloud Fridays:** When all staff RA with a chosen focus: e.g. fairy tales, magic, animals, space. Children choose.

**Storytime texts:** Recorded by staff, TAs, Volunteers, parents and placed on the school website for listening at home.



## *Time and space for read aloud plus...*

### Possibilities

**Before:** Imagine with cover alone?  
Predictions? Groups create freeze frames  
of a forthcoming event?

**During:** Where to sit? Copies to follow?  
Dim the lights? Create an atmosphere?  
Access to drawing materials? Brief pair  
talk? Child led questions?

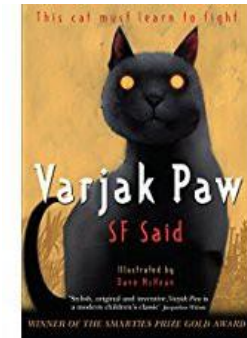
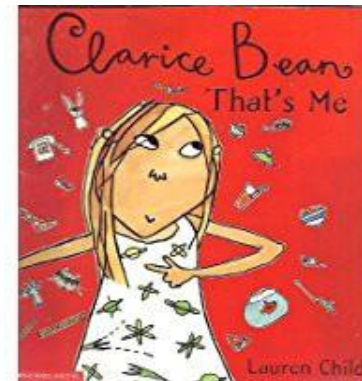
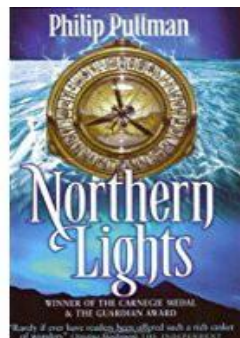
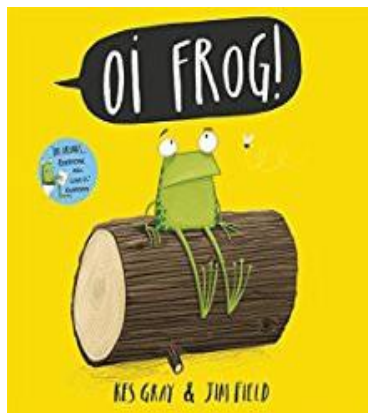
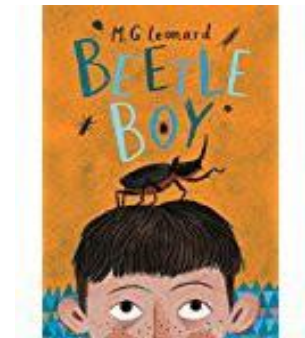
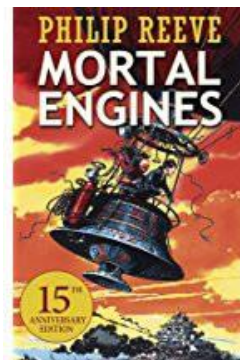
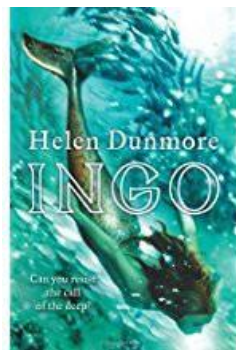
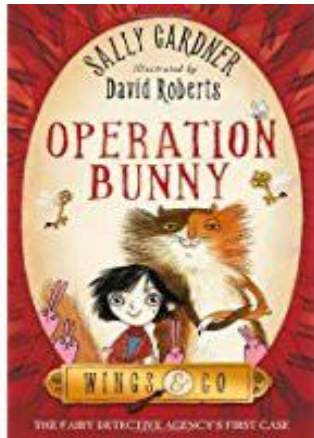
**After:** Time to think? Pair talk? Questions?  
Brief use of a drama convention?  
Revisitation in dance?

What  
opportunities  
do you offer  
for children to  
respond?



# Responding by reading the series

What series have you recommended through RA the first text?





# *Child involvement and ownership*

How can children be more involved in choosing the what, where & when?

What opportunities are there for children to RA to each other?



*Does anyone miss out on RA?*

*Are struggling or disaffected readers, who are likely to need RA most, taken out for other support at this time?*

## **Possibilities**

**Children RA** in pairs, groups in independent R time & to the class

**Children vote** on the next novel given options & time to discuss

**A sign up sheet** enables children to volunteer

**Children choose Tuesdays** when you are led by their suggestions

**Invite suggestions** for your 'old but gold' week

## Classroom implications

*I now read to the class without thinking 'I could do this with it or I could do that with it' and I think the children sit back and think 'I can just enjoy this' ...*

*(TaRs teacher, Birmingham)*

*The children regularly ask me now to read particular texts and I find them reading to each other during ERIC too!*

*(TaRs teacher, Suffolk)*

*It's been a big struggle - thinking how many boxes can I tick, what objectives can I cover and you actually then lose the impact.... You know, just enjoy it for a book and a good story and a good emotional journey.*

*(TaRs teacher, Medway)*

# Planning ahead: Developing Reading Aloud practice

## Which aspects do you want to develop?

- access to a rich & challenging variety of texts
- a class repertoire of 'books in common'
- time and space for read aloud plus...
- child involvement and ownership



For more ideas,  
see:<https://ourfp.org/finding/rfpp/reading-aloud/>

Do consider sharing your  
development work on the RfP site



<https://ourfp.org/>

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